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ABSTRACT

The information in this booklet presents descriptions of educational programs: that have been validated by the Joint Dissemination Review Panel of the United States Department of Education as successful, that are being promoted by the National Diffusion Network (NDN), and that are available for adoption by other districts. The programs are indexed by the category for which they have been validated. Some programs have been used successfully at grade levels other than those for which they were validated and this is noted in the descriptive abstracts. The abstracts also note the requirements for implementation, the costs, availability of materials and contact person. The programs are designed for both preservice and inservice training and cover 48 categories. Twenty-six programs are described. (JD)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

national diffusion network

Preservice/Inservice Training

SP030616

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents and an index of programs by category, for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

PRESERVICE/INSERVICE TRAINING PROJECTS

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ACTIVE: All Children Totally Involved in Exercising. A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact ***Joe Karp, Director; Project ACTIVE; Kelso School District #453, Kelso, Washington 98626. (206) 577-2463, or (206) 577-2410.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/85)

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL). Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

Description ACIL's inservice program is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing and arithmetic). Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the Utah System Approach to Individualized Learning (U-SAIL) project, help teachers establish an instructional management plan that more nearly meets individual learner needs. Basic components include humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed through an integrated and systematic inservice training program. The teacher inservice training uses a practical how-to approach supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona—urban, inner-city, suburban and rural communities—with diverse socioeconomic, ethnic, and cultural student characteristics. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training. Administrative support is essential.

Contact *L. Leon Webb, Director; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4880.*

Developmental Funding: USOE ESEA Title III

JDRP No. 76-96 (10/4/76)

ATHLETIC HEALTH CARE AND TRAINING PROGRAM. A comprehensive system to prevent and manage athletic injuries in interscholastic athletic activity.

Audience Approved by JDRP for high school athletics—coaches, school nurses, certified athletic trainers, and student trainers.

Description This program provides the basics for high quality and safety in secondary school athletics. State-of-the-art sports medicine methods, adapted for the high school level, meet the educational, organizational, and recordkeeping requirements toward safer interscholastic athletic activities. The first step includes a 29-hour education session for the entire "health care team" comprised of all coaches, the school nurse, certified athletic trainer (if on staff) and approximately 10 high school student trainers. The course provides common sense and knowledge in the areas of injury prevention, injury recognition, first aid, supportive taping, rehabilitation, organization of the training room as well as the importance and skills of record-keeping. The laboratory portion of the course provides an ample 10 hours of demonstration by skilled health professionals who oversee the actual practice of the learned skills by participants. Coaches and students, after taking the course, show greater concern and ability to recognize injuries. The second step of need assessment considers the existing athletic program for safety and health care quality. School administrators and athletic staff receive a formal written report of the noted deficiencies and suggested corrective action plans. The third step of creating a central training room, serviced by student trainers under adult supervision (preferably a Certified Athletic Trainer), with proper equipment and design, provides services ranging from injury prevention, first aid, and rehabilitation for all student athletes. The Student Trainers Supervisor's Manual provides guidelines for selecting, utilizing and evaluating student trainers. The fourth step of standardized procedures institutes the daily use of written guidelines, checklists and protocols. Participating schools demonstrate knowledge in emergency preparedness as well as organized management of health-related problems in student athletics. The Communications Manual explains the importance and use of special forms. Computer generated reports of data analysis and observations of each sport permit informative seasonal and year-end evaluative summaries. An Administrative Manual explains the Athletic Health Care System philosophy and all procedures. The Continuing Education Committee of the American College of Sports Medicine has endorsed the efforts of the project developer.

Requirements Written support from school administration and local medical community; assessment of the entire athletic program; appointment of student trainer supervisor; required attendance by all coaches and student trainers at the educational session; formation of a central training room; use of daily system procedures; accurate recordkeeping; full participation in the evaluative component of the system; a school-wide commitment to change; and attention to detail ensure successful implementation.

Costs Adoption expenses are negotiable. Within Washington State, costs range from approximately $5,000-$7,000. Outside the state, $7,000-$9,750 for a single school. Training occurs at adoption sites. The cost figures include: training for all coaches and student trainers, system implementation services, travel and per diem for project staff, materials and manuals, evaluation services, follow-up visits. Teacher and student time to receive the education course requires school administrators to plan or provide substitutes or consideration. Recurring yearly costs are between $1500-$2500.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings (expenses negotiable). Training is conducted at adoption site. An annual National Leadership Institute for becoming a "certified Administrator" for the Athletic Health Care System is conducted for one week in Seattle in July.

Contact ***Stephen G. Rice M.D. and/or Chuck Marquardt, A.T.C.; Athletic Health Care System; Division of Sports Medicine GB-15; University of Washington; Seattle, Washington, 98195. (206) 543-1550 or 324-5116.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-37 (7/21/82)

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps. A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

Audience Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

Description The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967, when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967 Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

Requirements Adoption requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program, and a district to supervise the teachers in group activities with migrant or other bilingual children. Consortium must provide technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

Costs Program could be supported through Migrant Education, other Chapter I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program approximately 60% less. Costs may be reduced substantially by negotiation with colleges for work-study funds.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Herbert C. White, Director of California Mini-Corps; or Joseph P. Rice, Director of NDN Developer/Demonstrator Project; 1859 Bird St.; Oroville, CA 95965. (916) 534-4430.***

Developmental Funding: USOE Title I (Migrant)

JDRP No. 78-196 (11/17/78)

CENTER FOR EDUCATIONAL DEVELOPMENT/CAREER GUIDANCE PROJECT, A K-12 infusion model designed to develop knowledge and skills in self-awareness, and career exploration.

Audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program is also available for and has been used in grades K-3.

Description The Center for Educational Development is an interdistrict organization that coordinates and delivers a variety of career education services to all county schools. The project has several major components; direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness and an introduction to career areas. Activities in grades 7-9 focus on a wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students career exploration and uses of academic skills in various careers.

Requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

Costs Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters. A minimum suggestion for initial training and purchase of materials needed by teachers and counselors is $3,000.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Center staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adoption site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don Lawhead, Director; Center for Educational Development; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397 or 5451.***

Developmental Funding: USOE Educational Professions Development Act JDRP No. 78-177 (8/10/78)

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

Requirements Internship training for people with backgrounds in psychology, social work, early childhood education; follow-up visits to sites; follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

Costs When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116 (12/6/74)

ECOS TRAINING INSTITUTE (ETI). A program offering workshops designed to assist local school districts with infusing career education, life-role skills, basics, environmental education, and other components into their curricula. Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

Description The ECOS Training Institute offers a three-day workshop in the process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g. environmental education, career education). The process has four interrelated elements: curriculum infusion, stewardship, community/school interaction, and teamwork. Curriculum infusion is basic to the program. Through a step-by-step procedure, teachers examine their courses and incorporate priority concepts, knowledge, skills, attitudes, and activities of career education, environmental education, basics, life-role skills, etc., into appropriate segments of their courses. Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. Community/-school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Community interaction provides a ready source of people and materials. Teamwork is a cooperative effort on the part of the administration, students, teachers, and community members to coordinate and manage the change process in a school district.

Contact ***Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-6154.***

Developmental Funding: USOE ESEA Title III

IDRP No. 74-59 (5/14/74)

EFFECTIVE USE OF TIME IN SECONDARY READING CLASSES (Formerly the Process of Teaching Basic Reading Skills in Secondary Schools). Inservice workshops to help secondary teachers and students use time effectively in reading classes.

Audience Approved by JDRP for teachers in secondary schools, grades 5-12, and apprentices from teacher centers, regional educational labs, state departments of education, and school staff developers.

Description Research findings gathered from secondary classrooms where basic reading was being taught were used to identify processes specifically related to reading gain. Positively related processes were found to include: discussion of homework, seatwork, or the reading content. Instruction that linked new information to prior knowledge was found to be effective. Effective teachers checked the total group for understanding and retaught small groups by having them read aloud to learn concepts as necessary. Some drill and practice was used to help students memorize specific information. Specific praise or acknowledgement was provided for students' correct responses, and guiding corrections provided for incorrect responses. Much less off-task student behavior was found in such classrooms. Students in these classrooms were frequently off-task and were absent more often. Based on these findings, the project developed eight 2-1/2 hour teacher workshops. The first presents an overview of the research findings, which are interpreted for their relevance to teaching basic reading skills, and teachers are given individual profiles, prepared from observations conducted in their classrooms, together with recommendations for changes in their teaching behavior. The second workshop focuses on ways of organizing or structuring classroom activities and on efficient management of time. The third workshop provides recommendations for student motivation and behavior management. The fourth workshop deals with question-asking techniques and with supportive and corrective feedback. The fifth workshop deals with structuring new information and appropriate curriculum. At semester's end, teacher observations are conducted to determine whether recommendations have been followed. New profiles are prepared so that changes in teacher behavior may be examined at the sixth and seventh workshops. Workshop sessions are conducted 1 week apart, generally between 3:30 and 6:00 p.m. Groups are limited to 7. Although materials are used in the workshops, the cornerstone of the process is the encouragement and support given to teachers to try new ideas. Teachers make commitments about what they will try tomorrow. Every teacher operates in a unique situation, and class size, room assignment, and school policies will determine how he or she can respond to recommendation.

Requirements Teachers attend seven 2-1/2 hour workshops usually held after school hours. Teachers are observed in the fall, winter, and spring. They are given recommendations for behavior change based on these observations. They are expected to try to make the recommended changes. During three weeks spent in Nashville, TN apprentices observe and participate in workshops and can then train observers and other apprentices at their own sites. The apprentices' work is monitored by the project director through audiotapes of each session.

Costs Costs vary with the number of teachers, observers, and apprentices trained. Costs of training at the project site include teacher release time, data processing, achievement tests, adopter staff time, and travel to Nashville, TN for three weeks.

Services Awareness materials are available. Project staff may be available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at Nashville (adopter must assume per diem expenses for apprentices). Training may be conducted at adopter site (adopter must assume all expenses of certified trainer). Follow-up technical assistance and evaluation services are available to adopters.

Contact ***Jane Stallings; Peabody Center for Effective Teaching, P.O. Box 34, Vanderbilt University, Nashville, TN 37203. (615) 322-8448.***

Developmental Funding: NIE, State, Local

JDRP No. 79-41 (12/19/79)
Recertified (1/85)

ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

Description The ERIN System is being utilized for children ages 2-7 and their parents, both in special pre-school classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

Costs Costs of program replication include Institute fees, cost of teacher curriculum kits and a coordinator's training kit, cost of staff training, and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.***

Developmental Funding: USOE BEH

JDRP No. 78-186 (7/13/78)
Recertified (12/84)

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI). An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a master test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Requirements A 5-10 day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

Costs At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95, $9.95, and mimeographed materials from ECRI. Mastery tests: $.35 each; can be reproduced. ECRI staff time: $275 a day plus expenses after NDN funds have been committed.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings. Training at project site is conducted in October, December, March, June and July (all expenses must be paid). Teacher of Teachers Conference is in August and September. Training, implementation and folllow-up services are available at adopter site (costs to be negotiated).

Contact ***Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.***

Developmental Funding: USOE ESEA Title III Private Sources **JDRP No. 85-8 (4/2/85) Recertified(4/85)**

FERGUSON-FLORISSANT WRITING PROJECT. An inservice program to increase student writing achievement.

Audience Approved by JDRP for teachers of students, grades 4-12.

Description The purpose of this staff development program is to change the teaching of writing. Each day of the three-week inservice is divided into two parts. The morning session surveys current writing instruction methodology; in the afternoon, teachers develop their skills as writers. While a two-stage process is usually employed in traditional writing instruction, (composing and evaluating), a four-stage writing process is employed in the writing project—prewriting, composing, revising, and evaluating. Revision takes place in small critique groups.

After the training was completed, teachers reported they spent 10 hours each month on personal writing, whereas before training they had spent no time on this activity. They used the four-stage process with their students as well. While grammar and mechanics are typically taught separately from writing, project teachers combined grammar and mechanics with writing. They also reported an increase in prewriting activities such as free writing, focused writing, and non-stop writing. This increased the lag time between assignment and initiation of student writing. Students also used critiquing groups for the revision stage.

Trained and newly trained teachers met to share strategies. Project staff participated in training, organized meetings to discuss progress, and demonstrated model lessons.

Effectiveness results indicate that students with trained teachers show statistically significant differences in their writing achievement when compared to students without trained teachers.

Requirements An adopter must send 1 to 3 teachers to a five-day Leadership Training Seminar. Ideally, a district would train an elementary and a secondary teacher as co-leaders of the district's planned summer writing project. The summer writing project should draw between 15 and 30 district teachers from all grade levels and all content areas. An elementary and secondary writing curriculum to be used by trained teachers is also available for purchase.

Costs This program requires no new student materials. Curriculum guides (priced at $10 and $18.50 for the elementary and secondary editions) are required for each teacher in the summer writing project. The program's major cost is the stipend which the district would regularly pay teachers for summer inservice work. Based on one school with 30 teachers and 750 students, the per pupil cost for the start-up year is $5.95. Recurring costs are $2.82 per pupil.

Services Awareness materials are available free of charge, and awareness presentations are available on an expense-shared basis. Leadership Training Seminars may be provided for the trainer's travel and per diem expenses (if training is done in the local district) or the participant's travel and per diem expenses (if the training is done in Ferguson-Florissant). Visitations are welcome anytime. Leadership Training Seminars are scheduled at least twice a year, in November and April, at the demonstration site located in St. Louis area.

Contact ***Dr. Mary Louise Hawkins, Project Director; Ferguson-Florissant Writing Project; Ferguson Reorganized School District R-2; 1005 Waterford Drive; Florissant, MO 63033. (314) 831-4411.***

Developmental Funding: USOE ESEA Title II and VII

JDRP No. 82-26 (5/26/82)

FOCUS DISSEMINATION PROJECT: A successful secondary program for training teachers to deal with disaffected youth.

Audience Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Description Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Requirements Many replication plans are possible, ranging from staff training to enhance an existing program to a full-scale replication of the original site model. Recommended maximum for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

Costs Focus staff-training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don May; Focus Dissemination Project; Human Resource Associates, Inc.; 755 Hiway 55 W.; P.O. Box 303, Hastings, MN 55033. (612) 437-3976.***

Developmental Funding: HEW: Youth Development Act JDRP No. 74-74 (5/29/74)

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI). A comprehensive instructional program for preschool through third-grade children.

Audience Approved by JDRP for bilingual, limited English proficient, children, preschool through grade 3, teachers, and aides.

Description IBI was designed to do two major things: 1) provide a comprehensive instructional program for children that focuses on teaching English oral language skills and 2) systematically trained instructional staff so they can successfully implement the instructional program. The program was originally used with children whose primary language was Spanish, but it has successfully been used with many other language groups.

Trained staff members provide instruction to small groups of children. Part of the program is individualized and part is conducted in homogeneous small groups, including informal language.

Measurement of child progress is conducted daily. Periodic progress tests are administered.

Staff members receive instruction in classroom management that emphasizes positive reinforcement and training in the implementation of the curriculum materials.

Requirements Two days of inservice training for each selected academic component are necessary. All who will be involved in implementation need to participate. IBI recommends that no more than two components be implemented at one time. Implementing districts need to purchase curriculum and training materials. Two follow-up visits from an IBI staff person are included. It consists of training an on-site trainer in observation skills and additional help or teachers and aides.

Costs Training, curriculum, and testing materials are required for every component adopted. Free brochures and sample material packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotitated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Louise Gustafson, Dissemination Coordinator; IBI; P.O. Box 2367; Paxco, WA 99302. (509) 547-8441.***

Developmental Funding: USOE SEA Tiltes I and VII, & OCD JDRP No. 48 4/9/73)

Project INSERVICE (formerly Posisive Attitudes Toward Learning (PATL)) is a comprehensive teacher inservice training program which directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.

Audience Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

Description Project INSERVICE identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs thorugh the use of classroom based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning their use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three or four month period. Completion of all four kits requires approximately two years.

PROCESSES OF LEARNING KIT provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. CLASSROOM COMMUNICATION AND MANAGEMENT KIT provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. ACTIVE INVOLVEMENT KIT provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning and other learning activities. INDIVIDUALIZED INSTRUCTION KIT provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project INSERVICE. Data indicates a significant improvement in each of the following areas as a result of Project Implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self esteem.

Requirements Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

Costs Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors includes travel cost and per diem for one trainer plus $100 per day.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff are available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters.

Contact ***John D. Zirges, Ph.D, Director, or Charles Pelan, Inservice Specialist, Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-26 (5/16/75)
Recertified (1/85)

INSERVICE TRAINING IN DEVELOPMENTAL THERAPY. Training in the use of developmental therapy with severely emotionally disturbed and autistic children in public school classrooms. Approved by JDRP for teachers of autistic and severely emotionally disturbed children.

Description This program offers training in the University of Georgia/Rutland Center Developmental Therapy curriculum for autistic and emotionally disturbed children that is based on identified normal social-emotional milestones of development. (For an outline of this curriculum, see the Rutland Center description in this catalog.) Teachers are trained to use the sequence of developmental objectives in selecting materials and activities for the classroom. Content of the training includes basic skills for working with children at any stage of development, advanced skills in use of group processes with older children, verbal and interpersonal skills, use of classroom structure for management of behavior, procedures for designing and scheduling complete programs and assessment of social-emotional development of children. In addition, clear roles and techniques for teachers, aides, and support personnel are specified. The training program includes: a Training Needs Questionnaire with 49 topics related to the Developmental Therapy Model; audio-visual aids; six resource textbooks; an administrative manual; a self-instructional workbook for the Developmental Therapy Rating Form (DTRF) to assess the social-emotional development of children; an instrument for evaluating teacher performance in the classroom-the Developmental Therapy Rating Inventory of Teacher Skills (DTRITS); a test of knowledge; and the Developmental Therapy Administrative Checklist, 41 administrative elements for implementing a developmental program in a school.

Contact ***Mary M. Wood or Carolyn Combs, Co-Directors; Developmental Therapy Institute; University of Georgia; 570 Aderhold Hall; Athens, GA 30602. (404) 542-1685.***

Developmental Funding: USOE BEH and Local

JDRP No. 81-19 (7/23/81)

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP). A program for staff development of elementary school teachers intended to upgrade reading teaching skills. Approved by JDRP for elementary school teachers serving children in grades K-8.

Description IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 30 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing include school reading resource teacher(s) and classroom teachers, and may include a citywide or district coordinator.

Currently, 21 teacher-training units written especially for IRIP are used in the 30-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

Contact ***Dr. Mattie Williams, Director, Bureau of Language Arts, Chicago Board of Education; 1819 W. Persian Rd.; Chicago, IL 60609. (312) 890-7929.***

Developmental Funding: Chicago Board of Education

JDRP No. 74-27 (4/29/74)

INTERCEPT: A POSITIVE ALTERNATIVE TO PUPIL SUSPENSIONS, TRUANCY, AND DROPOUT. A teacher-training program that addresses problems of student discipline, truancy, and chronic academic failure.

Audience Approved by JDRP for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior.

Description Project Intercept provides preservice/inservice training to deal with adolescents who have shown chronic disruptive, failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in four areas.

All staff in the program are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for group critique and support.

Management skills for establishing an alternative academic program for potential dropouts are also taught. Three programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two-thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The Learning Cluster offers a preventive treatment program to ninth-grade students where one-quarter of the day is spent in English and social studies.

Teachers also receive training in group counseling; students who participate in this component learn to demonstrate more appropriate interpersonal skills and improve self-concept. Family intervention and parent-training skills are taught to staff who are responsible for parent contact. This component reinforces changes taking place at school and helps parents deal more effectively with all of their children.

Requirements The adopter needs to set up an alternative academic program within the school to treat those students identified as high-risk dropout-prone students. A minimum teacher-student ratio of 1:15 is needed, but other units can be added. Once a teacher has been trained, the project has a highly effective method of peer-critiquing, which can be used to easily train other teachers in most subject areas in the program's discipline, classroom management, and instructional procedures.

Costs A minimum of three days of training must be provided to a teacher designated as the key person to adopt the project. Each adopter should have a copy of the Teacher, Counseling, Management, and Family Intervention Manual. Districts do not need to provide additional staff, equipment, or supplies. Training sessions can accommodate up to 30 teachers.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend awareness meetings, training, implementation, and follow-up services (costs to be negotiated).

Contact ***Richard Maurer, Ph.D.; Anne M. Dorner Middle School; Van Cortlandt Avenue; Ossining, New York 10562; (914) 762-5740.***

Developmental Funding: USOE ESEA Title-IVC

JDRP No. 81-50 (1/20/82)

LEARNCYCLE: Responsive Teaching. An intensive teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

Audience Approved by JDRP for teachers of special education or mainstreamed students grades K-9, and teacher trainers and consultants.

Description The program includes two levels of training. Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers; and simple curriculum adaptations. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

Requirements No special staffing or facilities are required. For classroom implementation, an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back-home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

Costs Learncycle Teachers Manual, $10 (less in large quantities). Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, S.W.; Seattle, WA 98166. (206) 433-2453.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-53 (5/24/74)

THE NEW JERSEY WRITING PROJECT. A teacher training program that improves student writing.

Audience Approved by JDRP for teachers and students grades 7-12, all ability levels. It has been implemented in K-6 as well.

Description The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching other teachers accomplish efficient curriculum change; theory about and assessment of other writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from a single district or from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

Requirements The program should be adopted by a single district or a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

Costs Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $2,000; travel and residency for the trainer, if required, approximately $1,800; payment or credits for participating teachers as per local option; paper and supplies, $150; texts per participant, approximately $25; two release days per participant for follow-up and evaluation data analysis.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at the adopter site during the summer with adopters paying for individuals trained. Training is available at adopter site, usually in three-week full-day sessions in June, July or August (all expenses of trainer's stipend, travel and per diem, and cost of training materials must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Linda Waitkus Halstead, Project Director; South Brunswick Township Board of Education; 1 Executive Dr.; Monmouth Junction, NJ 08852. (201) 297-7800.***

Developmental Funding: Natl. Endowment for the Humanities 26 JDRP No. 79-19 (5/24/79)

NORTHWEST SPECIAL EDUCATION (NWSE). A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

Audience Approved by JDRP for students with specific learning disabilities, grades 1-8. This program has also been used in other settings with grades K and 9.

Description Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs.

Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required.

Project NWSE provides a framework for personalizing instruction. The critical elements are assessment, programming, and evaluating. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. The teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, limitations, and the specific classroom situational factors that the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

Requirements The project requires educators who are willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with support from special education personnel. Technical assistance and staff training are necessary prior to and during implementation, with follow-up, and with monitoring activities. Requires no reassignment of personnel, extra space, or facilities.

Costs Start-up costs for training and testing materials: approximately $50 per teacher. Maintenance cost: approximately $3 per pupil. Permission to reproduce project-developed materials is given. Other costs: staff release time and substitutes: space for training and follow-up activities; trainer's time, travel and per diem for trainer (at adopter site) or for adopter (at project site).

Services Awareness, training, and follow-up materials and services are available on a limited basis (costs to be negotiated).

Contact ***Joan Bonsness, Project Director; Northwest Special Education; R.R. #1, Columbus, ND 58727. (701) 939-6501.***

Developmental Funding: USUO ESEA Title III

JDRP No. 75-7 (1/15/75)

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORIENTED CHILDREN. A model for expanding speech therapy delivery through training of paraprofessionals as communication aides. Approved by JDRP for speech clinicians and administrators.

Description The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech difficulties. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed with 83% of the treatment in individual therapy and 17% in group.

Contact ***Kenneth D. Barker, Supervisor; Clinicial Speech Services; Area Education Agency #16; 509 Melrose Ct.; Burlington, IA 52601-1998. (319) 753-6561.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-117 (12/6/74)

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

Description Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individuals and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents. "Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact ***John C. Kackley, Supervisor/Consultant, or Ralph E. Bailey, Ph.D., Director; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696, ext. 45.***

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 (12/6/74)

PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES. A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination. Approved for school personnel with responsibility for planning and managing projects.

Description Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tapes, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no special training for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the life span of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

Contact ***Dr. John A. McAdams; Project Management; 15 E. Seventh Ave.; Pine Hill, NJ 08021. (609) 783-5300.***

Developmental Funding: National Institute of Ed. JDRP No. 75-44 (5/14/75)

SAN JOSE NUTRITION EDUCATION PROJECT (SJNEP)—NUTRITION THROUGH SCIENCE. A teacher training program designed to train young children in the science of nutrition while reinforcing regular classroom subjects, especially science.

Audience Approved by JDRP for all students grades K-4.

Description The major goal of the program is to develop cognitive knowledge, foster positive food habits, and improve the overall nutritional status of children in kindergarten through fourth grade. A team approach involves teachers, food service staff members, parents, and students in promoting nutrition awareness through an articulated curriculum of lessons, activities, displays, games, and incentive awards. Workshops for teachers and food service staff focus on innovative teaching techniques to promote increased nutrition knowledge and better food consumption habits by students. Techniques include strategies for integrating nutrition education instruction in primary classrooms with regular classroom subjects and the school food service program. Curriculum guides are simple to use and include over 150 lessons each, plus information and teaching aids to encourage teacher participation. The curriculum is sequential and correlated with appropriate grade levels to allow teachers to individualize student instruction. Games have been designed as self-instructional tools or for small group instruction. Student worksheets are available in Spanish and English.

After training, teachers provide two nutrition education activities per week. Food service staff members implement a monthly cafeteria display which reinforces concepts taught in the classroom. Food service personnel also administer incentive awards to students who display positive behavior in the school lunchroom. Parents volunteer during classroom activities and receive monthly newletters that provide nutrition information, games and nutritious recipes.

From 1977-81, over 2,000 students grades K-4, field-tested SJNEP using state-developed criterion-referenced tests and platewaste (consumption) studies. Project students achieved a 13-19% increase in cognitive knowledge. Platewaste studies demonstrated that project students increased consumption of all food on the school lunch, especially vegetables, salad, fruit, whole grain bread and milk.

Requirements A site coordinator implements and directs the adoption program at one or more sites. The coordinator may be an interested administrator, teacher, or health or nutrition professional. Teachers complete six hours of inservice training in nutrition principles, instructional materials, and program methodology. After inservice teachers select, implement, and record two to three nutrition lessons per week and one food-related activity per month. Teachers assist in evaluation of program. Food service staff participate in one hour of inservice.

Costs Recommended minimum costs for each component of SJNEP are: Each teacher requires a curriculum guide at $35.00 and training materials at $8.00. Each adopting site requires a Bibliography and Recipe Reference guide at $10.00 and an Incentive Award manual at $9.00. Project developed instructional aides help enhance program activities and are recommended at approximately $100. Master copies of monthly parent newsletter are included with adoption of the program. The adopting district or school is to assume duplicating costs of the newsletter and pre/post testing materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter or SJNEP site (costs to be paid). Implementation and follow-up services are available to adopters (costs to be paid).

Contact ***Alicia Dixon Docter, R. D., Project Co-Director, or Rosetta Holland, Project Co-Director; San Jose Unified School District Food Division; 250 Stockton Ave.; San Jose, CA 95126. (408) 998-6023/6021.***

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators. An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

Audience Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

Description Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project designed task leader guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined—a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

Evaluation was conducted on an average number of 1,200 students annually in rural Special Education Cooperative in Minnesota. Average gains for learning disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours.

Requirements Three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum, and no more than ten trainees per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

Costs Costs will vary with available staff and are minimal—no more than $5 per teacher.

Services Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state (project staff expenses must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826; or #289, 555 N. Pantano, Tucson, AZ 85710. (602) 885-0548.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-31 (5/12/75)

PROJECT SITE: SUCCESSFUL INSERVICE THROUGH TURNKEY EDUCATION. A mathematics inservice program for the development of higher-level thinking skills through the use of manipulative materials.

Audience Approved by JDRP for elementary school teachers and supervisors (grades 2-6) and students of these participants.

Description The SITE program is based on a problem-solving approach to learning new mathematical concepts and skills. Unlike other mathematics inservice programs, SITE integrates content and methodology, using hands-on activities with a variety of manipulative materials. Since teachers "teach as they were taught," the program uses processes and activities which are immediately applicable in the classroom as the instructional model. SITE activities are readily integrated into the existing school mathematics curriculum. Eight of the ten basic skills identified by the National Council of Supervisors of Mathematics are incorporated in the SITE program. Specific instruction is provided in area, volume, decimals, metric measurement, ratio and proportion, graphing, and estimation. The project provides the printed instructional materials as well as the mathematics equipment needed to implement the program.

Evaluation of process and content is continuous, from initial training through classroom implementation with students. The project has demonstrated its effectiveness in urban, suburban, and rural schools. Teachers' mathematical knowledge increases substantially, while enthusiasm and skill in teaching math is noticeably enhanced. Student growth in knowledge from pre- to posttest has been significant (at 0.05 level).

Project SITE may be adopted at one of two levels. LEVEL I: Training the Turnkey Trainer (20 hours over 4 days) includes: (1) Mathematics described plus instruction in teaching strategies (i.e. motivation, questioning and critical thinking skills); and (2) Training skills (i.e. workshop organization and leadership, brain dominance and learning styles and the psychology of the adult learner). Trained participants act as turnkey trainers for other teachers in their schools or districts. Trained teachers implement the SITE program with students. LEVEL II: Direct Training for Classroom Teachers (15-hours over 3 days) includes: Mathematics described plus instruction in teaching strategies (i.e. motivation, questioning and critical thinking skills). Teachers implement the SITE program with students.

Requirements LEVEL I Adoption: 4 full days of SITE training; turnkeys conduct SITE inservice for other school or district teachers totaling 10-15 hours; classroom implementation with students by each trained teacher, for 20-40 hours in the classroom; Pre-post testing of teachers and students is expected. The program can be adopted by a district, a school, or an individual teacher. LEVEL II Adoption: 3 full days of SITE training; classroom implementation with students for 20-40 hours; pre-posttesting of students. The program can be adopted by a district, a school, or an individual teacher.

Costs Travel and per diem for SITE trainers. Level I training fee is $100 per participant. Level II training fee is $85 per participant. One SITE Starter Kit for each adopting unit is $375 each. (Starter Kit costs can be reduced by the use of equipment already existing in the district.) NOTE: Adoption costs can be minimized by forming a consortium of districts.

Services First-level Awareness materials are available at no cost. Visitors are welcome by appointment at the demonstration sites in East Meadow, NY and Miller Place, NY. Project staff is available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at adopter site. Implementation and follow-up services are available (costs to be negotiated).

Contact ***Dr. Barbara Berman or Dr. Fredda J. Friederwitzer, Co-Directors; Project SITE; Educational Support Systems, Inc.; 446 Travis Ave., Staten Island, NY 10314. (212) 698-3636.***

Developmental Funding: USOE Metric Education Program

JDRP No. 82-27 (5/27/82)
(9/24/85)

TEACHING RESEARCH DATA BASED INSERVICE TRAINING. An inservice training program for teachers and aides.

Audience Approved by JDRP for educators, inservice trainers, and supervisors responsible for training teachers.

Description This program is an inservice training model designed to assist educators in providing inservice training to their staff. The Teaching Research Data Based Inservice Model will assist the adopter in identifying desired outcomes of training and then designing training strategies to achieve those outcomes. The model provides the trainer with objectives, activities, and evaluation strategies aimed at teaching the trainee new skills and/or procedures and helping the person to implement them in the classroom. Specific content of the training is to be determined by the adopter's needs.

Training objectives and procedures to assess the level of skills assimilation are clearly identified.

Requirements Implementation of the Teaching Research Data Based Inservice Training Model requires training for the adopting district's training staff and on-site consultation by Teaching Research staff to assist in the design of training and evaluation procedures. Depending on the complexity of the adopter's district, it may require demonstration training in the adopter's district.

Costs Costs incurred in adoption include: travel for the adopting district's trainer for attendance at a one-week training session at Teaching Research in Monmouth, OR; and travel to the adopter's site for follow-up technical assistance (costs for travel are negotiable).

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Follow-up services are available to adoptors (costs to be negotiated).

Contact ***Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.***

Developmental Funding: USOE BEH

JDRP No. 79-34 (11/7/79)
Recertified (3/85)

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff develop- ment inservice project designed to assist content area teachers to assist student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been used in other settings at the postsecondary level and in junior and senior high nonvocational programs.

Description VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities, requirements and printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content: to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. Student assessment component trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and im- prove use of the print materials to fit students' reading abilities. The vocabulary development, comprehen- sion, and study skills components focus on practical activities that teachers can incorporate into the total cur- riculum. The ongoing in-service component provides basic strategies and procedures through fifteen "Read- ing in the Content Area" Modules and additional resource materials. Thirty-two occupationally specific key word glossaries are available for students.

The project has proven to be effective in raising content teachers' consciousness reagarding the reading re- quirements of course material. Students have shown gains in general reading skills as well as in content acqu- isition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements A minimum of one staff person with a background in curriculum development and/or re- ading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if available) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting one to three days, depending upon the needs of the adopting district. Staff development time should be provided. Computer resources should be available.

Costs No new equipment or staff are required. Cost of optional individual Key Word Glossaries varies. Adopters of this component may purchase glossaries for each student for classroom reference. Cost of in- dividual Reading in the Content Area Modules varies; entire set of 15, with supplementary texts, under $400. Adopters of this componenet typically purchase a minimum of five modules and a maximum of one complete set. Training manual: Currently $15 each, on per participant required. (Prices subject to change.)

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff are available to attend awareness meetings (costs to be negotiated). Training is conducted at adopter site (all expenses must be paid, including travel and trainer fee). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Carol Burgess; The EXCHANGE; 110 Pattee Hall; University of Minnesota; Minneapolis, Min- nesota 55455. (612) 376-5297.***

Developmental Funding: USOE ESEA Title III JDRP No. 85-9 (3/15/85) Recertified (3/85)

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